



ANXIETY AND ADJUSTMENT BEHAVIOUR OF HIGHER SECONDARY SCHOOL STUDENTS – A GENDER WISE ANALYSIS

Mr. A. Manikandan¹ | Dr. R. Selvaraju²

¹ Ph.D Scholar, Department of Education, Manonmaniam Sundaranar University, Tirunelveli – 627 012.

² Assistant Professor, Department of Education (DD&CE), Manonmaniam Sundaranar University, Tirunelveli – 627 012.

ABSTRACT

The main objective of the study is to find out the relationship between anxiety and adjustment behaviour of higher secondary school students. A self-made tool was used for assessing anxiety and adjustment behaviour of higher secondary school students. 982 higher secondary school students were taken as sample through simple random sampling method. Survey method was adopted for obtaining the data. The results showed that there is a significant relationship between anxiety and adjustment behaviour of higher secondary school students.

KEY WORDS: Anxiety, Adjustment Behaviour, higher secondary students.

ANXIETY

The word 'anxiety' is derived from the Indo-Germanic root 'Angh'. In Greek and Latin, this term means 'to press tight, to strangle, to be weighed down with grieves and a load, a burden and trouble'. Anxiety is a universal phenomenon in which the subject experiences a feeling akin to fear or apprehension. It is most common in adolescence and old age. Adolescence can be and often is a time of stress and turmoil. Young people are subject to all sorts of pressure at this time of their lives. According to Marmar, "Anxiety refers to a psychological state that occurs when an individual experiences a sense of impending or threatening danger". Sullivan states that, "Anxiety is a painful uneasiness of mind, concerning, anticipated ill; it represents a danger or threat within the individual rather than an external danger".

ADJUSTMENT BEHAVIOUR

Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to strike a balance among various forces. It has been analyzed as an achievement as well as a process in psychology. Interpreting adjustment as an achievement would necessitate effective performance in doing what one was expected to and engaged in. If the relationship between the individual and their environment is in accordance with the norms then the adjustment. It is a necessary characteristic to be able to live peacefully in this world.

SIGNIFICANCE OF THE STUDY

Now-a-days children at different level are found to suffer from anxiety. The anxiety producing situations are many and unavoidable in modern times. A highly anxious child cannot discharge his duties as a normal child. At the adolescence period, the student experiences a variety of anxious situation. During anxiety, a child becomes mentally uneasy and has not attachment to any particular object, person or situation. Anxiety is characterized by apprehension, uneasiness and foreboding by feelings of helplessness because the anxious person feels blocked and unable to find a solution for his problem. Too many and too frequent worries tend to undermine the child's confidence and to predispose him to generalized feeling of inadequacy which often leads to anxiety. Every student must adjust to his environment according to the situations. Adjustment Behaviour plays a significant role in one's life. It brings happiness and makes a person mentally and physically healthy. A satisfied happy and healthy individual is not only an asset to himself but a boon to the society also. This is true for the student, who has wide obligation to the community in particular and humanity at large. That adjustment behaviour is not only for them but is essential for the proper development and stability of the community as a whole.

The increase of adjustment behaviour helps man to make better beings. Most of the individual try to become constant themselves in different aspects of their personality. Opportunities are varied and it is at the higher secondary school level. That most personality is exposed to being adjusted person at some point of time. They are further challenged from different angles to develop this personality as they are involved in all the activities of the school.

OBJECTIVES

1. To find out the level of anxiety of higher secondary school students.
2. To find out the level of adjustment behaviour of higher secondary school students.

3. To find out whether there is any significant difference between male and female higher secondary school students in their anxiety.
4. To find out whether there is any significant difference between male and female higher secondary school students in their adjustment behaviour.
5. To find out whether there is any significant relationship between anxiety and adjustment behavior of higher secondary school students.

HYPOTHESES

1. There is no significant difference between male and female higher secondary school students in their anxiety.
2. There is no significant difference between male and female higher secondary school students in their adjustment behaviour.
3. There is no significant relationship between anxiety and adjustment behaviour of higher secondary school students.

METHODOLOGY

The investigator used survey method for the present study.

POPULATION AND SAMPLE

The population of the study consists of all the higher secondary students in Perambalur educational district. The investigator has randomly selected 982 higher secondary students as sample using simple random sampling technique.

TOOLS USED IN THE STUDY

Two tools were used for the study and both were developed and validated by the investigator (Mr. A. Manikandan) and research supervisor (Dr. R. Selvaraju) on 2016.

1. Anxiety Scale.
2. Adjustment Behaviour Inventory.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, Percentage analysis, 't' test, and Correlation analysis

Table 1
Level of Anxiety of Higher Secondary School Students

| Anxiety and its Dimensions | Low | | Moderate | | High | |
|----------------------------|-----|------|----------|------|------|------|
| | N | % | N | % | N | % |
| Social anxiety | 127 | 12.9 | 730 | 74.3 | 125 | 12.7 |
| Self- anxiety | 135 | 13.7 | 760 | 77.4 | 87 | 8.9 |
| Cognitive anxiety | 147 | 15.0 | 708 | 72.1 | 127 | 12.9 |
| Anxiety | 117 | 11.9 | 741 | 75.5 | 124 | 12.5 |

It is inferred from the above table that the higher secondary school students have moderate level of anxiety.

Table 2
Level of Adjustment Behaviour of Higher Secondary School Students

| Adjustment Behaviour and its Dimensions | Low | | Moderate | | High | |
|---|-----|------|----------|------|------|------|
| | N | % | N | % | N | % |
| Adjustment in Family | 121 | 12.3 | 737 | 75.1 | 124 | 12.6 |
| Adjustment in School | 10 | 1.0 | 966 | 98.4 | 6 | 6 |
| Adjustment in Society | 112 | 11.4 | 856 | 87.2 | 14 | 1.4 |
| Adjustment Behaviour | 41 | 4.2 | 914 | 93.1 | 27 | 2.7 |

It is inferred from the above table that the higher secondary school students have moderate level of adjustment behaviour.

Null hypothesis 1

There is no significant difference between male and female higher secondary school students in their anxiety.

Table 3
Difference Between Male and Female Higher Secondary School Students in their Anxiety

| Anxiety and its dimensions | Gender | N | Mean | SD | Calculated 't' Value | Remarks |
|----------------------------|--------|-----|-------|--------|----------------------|---------|
| Social anxiety | Male | 386 | 30.61 | 6.447 | 4.989 | S |
| | Female | 596 | 28.64 | 5.375 | | |
| Self-anxiety | Male | 386 | 16.69 | 6.170 | 2.633 | S |
| | Female | 596 | 15.74 | 4.178 | | |
| Cognitive anxiety | Male | 386 | 26.85 | 7.003 | 0.715 | NS |
| | Female | 596 | 26.54 | 6.039 | | |
| Anxiety | Male | 386 | 74.15 | 14.911 | 3.721 | S |
| | Female | 596 | 70.77 | 12.186 | | |

(At 5 % level of significance, the table value of 't' is 1.96, S – Significant, NS – Not Significant)

It is inferred from the above table that there is no significant difference between male and female higher secondary school students in their cognitive anxiety. But there is significant difference between male and female higher secondary school students in the dimensions social anxiety, self-anxiety and anxiety.

Null hypothesis 2

There is no significant difference between male and female higher secondary school students in their adjustment behaviour.

Table 4
Difference Between Male and Female Higher Secondary School Students in their Adjustment Behaviour

| Adjustment Behaviour and its Dimensions | Gender | N | Mean | SD | Calculated 't' Value | Remarks |
|---|--------|-----|--------|--------|----------------------|---------|
| Adjustment in Family | Male | 386 | 58.46 | 9.849 | 0.798 | NS |
| | Female | 596 | 58.96 | 9.089 | | |
| Adjustment in School | Male | 386 | 66.67 | 11.787 | 2.275 | S |
| | Female | 596 | 70.92 | 43.275 | | |
| Adjustment in Society | Male | 386 | 23.33 | 6.854 | 2.039 | S |
| | Female | 596 | 24.21 | 6.369 | | |
| Adjustment Behaviour | Male | 386 | 148.45 | 23.883 | 2.476 | S |
| | Female | 596 | 154.10 | 47.066 | | |

(At 5 % level of significance, the table value of 't' is 1.96, S – Significant, NS – Not Significant)

It is inferred from the above table that there is no significant difference between male and female higher secondary school students in their adjustment in family. But there is significant difference between male and female higher secondary school students in the dimensions adjustment in school, adjustment in society and adjustment behaviour.

Null hypothesis 3

There is no significant relationship between anxiety and adjustment behavior of higher secondary school students.

Table 5
Relationship Between Anxiety and Adjustment Behavior of Higher Secondary School Students

| Dimensions | Adjustment in Family | Adjustment in School | Adjustment in Society | Adjustment Behaviour |
|-------------------|----------------------|----------------------|-----------------------|----------------------|
| Social anxiety | 0.319 ^s | 0.081 ^s | 0.097 ^s | 0.163 ^s |
| Self-anxiety | 0.067 ^s | 0.62 ^s | 0.046 ^{ns} | 0.062 ^s |
| Cognitive anxiety | 0.268 ^s | 0.116 ^s | 0.110 ^s | 0.183 ^s |
| Anxiety | 0.292 ^s | 0.116 ^s | 0.077 ^s | 0.182 ^s |

(At 5% level of significance, for 980 df, the table value of Y is 0.062, S- Significant, NS- Not Significant)

It is inferred from the above that there is significant relationship between anxiety and adjustment behavior of higher secondary school students. But there is no significant relationship between self anxiety and adjustment in society.

FINDINGS

1. The higher secondary school students have moderate level of anxiety.
2. The higher secondary school students have moderate level of adjustment behaviour.
3. There is significant difference between male and female higher secondary school students in their anxiety. Male are better than female in the dimensions social anxiety, self-anxiety and anxiety.
4. There is significant difference between male and female higher secondary school students in their adjustment behaviour. Female are better than male in the dimensions adjustment in school, adjustment in society and adjustment behaviour.
5. There is significant relationship between anxiety and adjustment behavior of higher secondary school students.

REFERENCES

1. Aggarwal, Y. P. (2000). Statistical Methods. New Delhi: Sterling Publishers Pvt. Ltd.
2. Radha Mohan. (2008). Research methods in education. Hyderabad: Nilkamal Publishers.
3. Raju and Rahmatulla. (2007). Adjustment problems among School students. Journal of the Indian Academy of Applied Psychology, Vol. 33, No. 1.
4. Sharma, R.A. (2007). Psychology of Teaching-learning Process. Meerut: R. Lall Book Depot.
5. https://www.merga.net.au/documents/Ng_2012_MERGA_35.pdf